

Screencasts

Creating video for asynchronous teaching

While the University does not yet have an approved learning capture solution, there are numerous tools you can use to create a screencast. This guide contains links to practical advice for implementing screencasts.

How?

- Your laptop, phone and tablet typically have an inbuilt mic and camera. However, better audio is achieved when using a headset.
- Recording audio over PowerPoint slides is easily done through PowerPoint itself.
[The TEL support site gives instructions and suggests other tools for personal capture.](#)
- PowerPoint in Office 365 allows webcam and screen recording simultaneously – contact IT to update your device to O365.
- If you choose to record on another device, ensure the file output is MP4 (video) or MP3 (audio only).

We strongly recommend you check your sound before recording. You can do this by playing back a short recording. Unplug your headset and play through your device speakers for a more accurate representation. If you are too close to the mic the sound may be muffled, if too far away then the sound will be quiet even when turned up on device.

Planning a video

<p>A video approx 5 minutes is engaging for students and easy to download and stream. Longer videos have larger file sizes and may be difficult for students to access...</p>	<p>...if the lecture is very long, consider recording 5 minutes (10minute max!) summary and directing students to further reading or other resources/activity.</p>
<p>If a concept takes longer to explain, find natural breaks to create multiple videos. Students will continue to watch the following captures if they are interested...</p>	<p>...aim for a conversational tone rather than descriptive. This is far more engaging for students.</p>
<p>Captures are a one-way media. Consider adding questions or prompting reflections within your capture. This gives the appearance of dialogue, and makes the capture more engaging and may promote deeper level thinking...</p>	<p>...it is worth considering combining use of video resources with formative (automatically marked) tests or ask students to complete a worksheet and upload to an informal ungraded submission point.</p>

During a recording

- **Students are very forgiving about 'mistakes'** such as coughs and rephrasing, in fact, such 'mistakes' may give your video a more **personable** sound.
- **A script may lend itself to a more descriptive tone.** To achieve a conversational tone, consider using brief prompts; such as post-it notes, a flowchart or a simple bulleted list.
- If you are using a webcam, ensure you occasionally look at the camera to **engage with your audience**.
- **Describe any key content of slides** – especially images. **Explain the context** of the image. This is particularly important for accessibility.

After a recording

Is the video **clearly labelled**? Do you need to add a description? If you have embedded the video, have you **included the original file for students to download**.

Is your video **accessible to all of your students** – do you need a transcript? Youtube creates an auto-transcript which is editable and downloadable. Alternatively, you may feel the lecture notes and/or a written summary would suffice.

If you have recorded a series of short videos, **carefully name each file** before uploading (so students can easily sort through when downloading multiple files!)

Have you added **additional resources**, such as lecture notes, the PowerPoint file and links to further reading? Are these **located near to the video**?

Do you intend to set up a short automated quiz for students to formatively assess themselves? Make sure this is set up before you release the video resource.

Decide how you might 'release' videos to students – will you display all content or will you allow students to 'unlock' more videos or additional content? Blackboard adaptive release enables you to release material to students as they engage with your material.